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Student Research Skills: Challenges, Myths, and Solutions

Mandy Shannon

Wright State University - Main Campus, mandy.shannon@wright.edu

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Student Research Skills

Challenges, Myths, and Solutions

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Agenda

- ▶ Student research challenges
- ▶ Research Toolkit as a means to address challenges
- ▶ Study findings
- ▶ Discussion



Information Literacy

- ▶ Define Information Need
- ▶ Find Information
- ▶ Evaluate Information
- ▶ Use Information



Challenges



I'm excited!

But, I'm
overwhelmed!



Do I have enough
information?

What is APA?!?

What are
“scholarly”
sources?



Student Struggles


- ▶ Defining/selecting a topic
- ▶ Constructing searches
- ▶ Locating relevant sources
- ▶ Making sense of it all

1/3 of students are uncertain about
faculty expectations





Myths




If I get help I'm
lazy...or stupid.

Nobody is
available to help
with this.

Everybody
else already
knows this.

Digital nativism ≠ information literacy

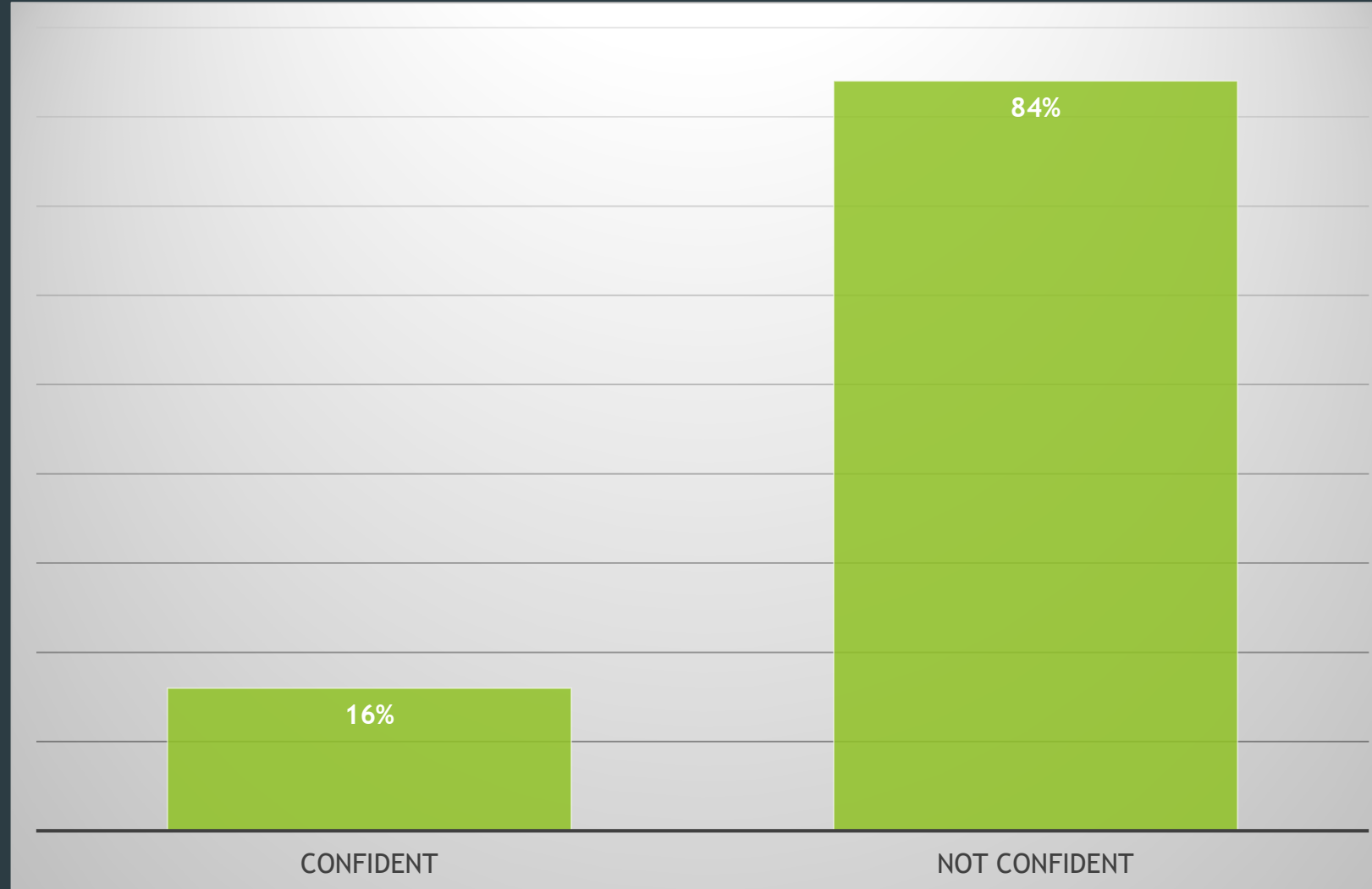




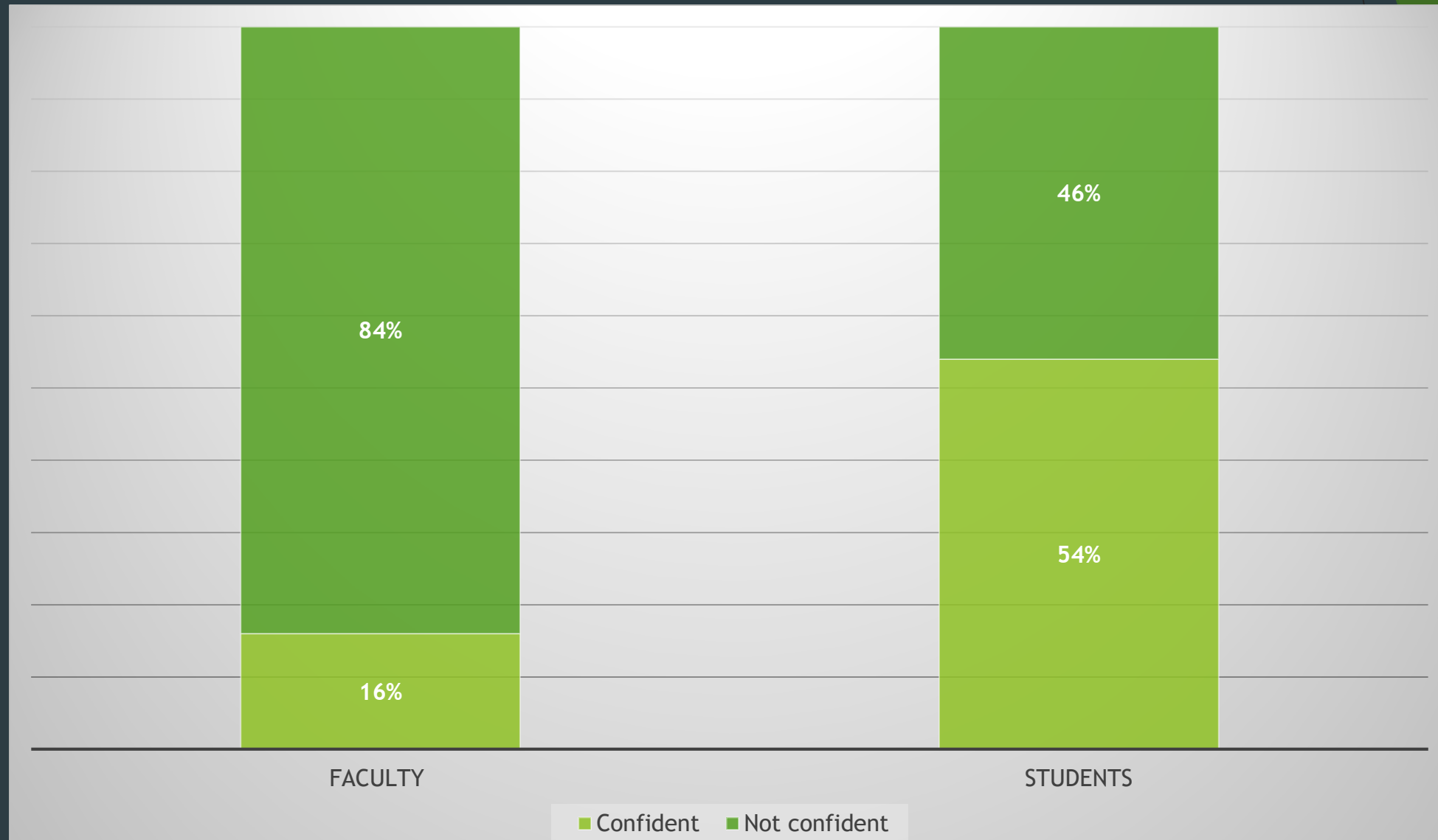
Don't they already
know this?

Nope.

Faculty Confidence in Student Evaluation Skills



Confidence in Student Evaluation Skills



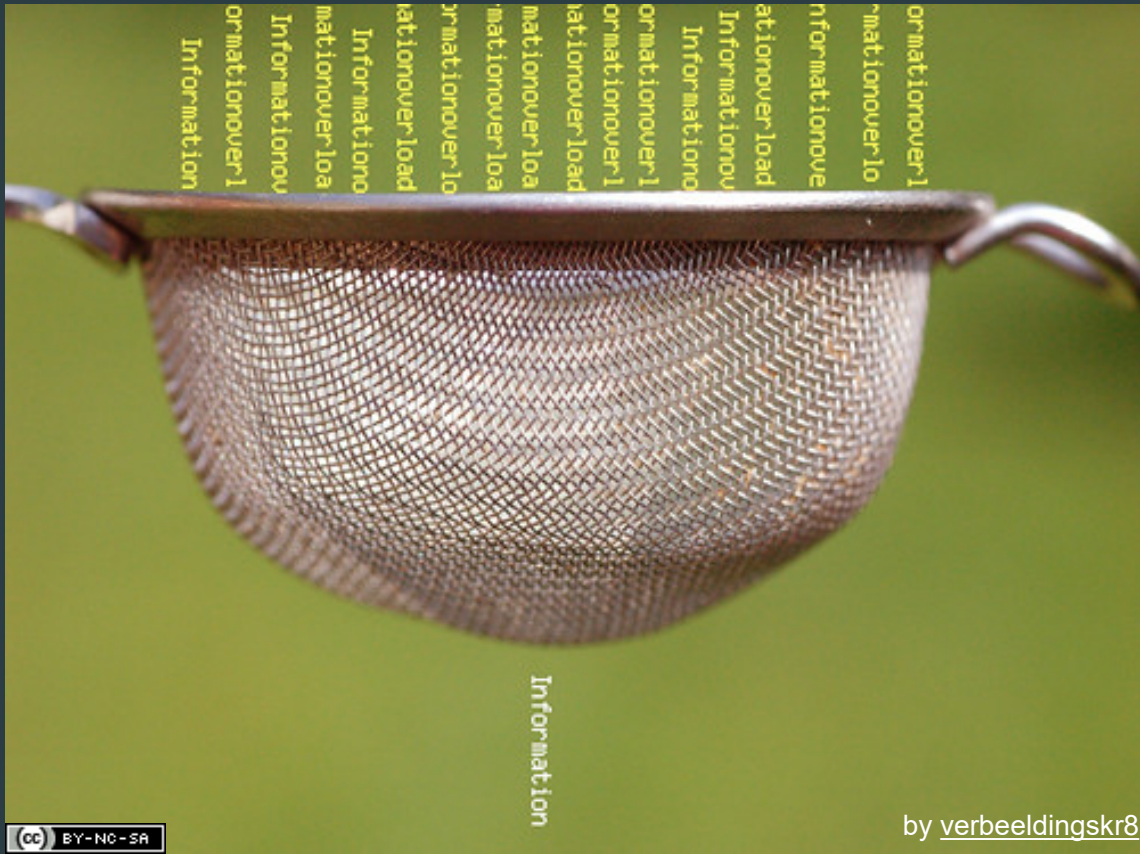



Resetting Expectations

“The cognitive skills needed for scholarly inquiry are very different than finding ready-made answers using a Google search.”



Solutions



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More Than Books: What the Library Can Do for You





Google Like a Pro





Stop Searching and Start Finding



Finding that “Perfect” Source





Simple Steps to Reading Scholarly Articles





Detecting CRAAP: Evaluating Information Sources



Integrating Your Sources





Citing Your Sources





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QuickSearch

Catalog

Databases

eJournals

CORE Scholar

Site Search

Find articles, books and more



RESEARCH

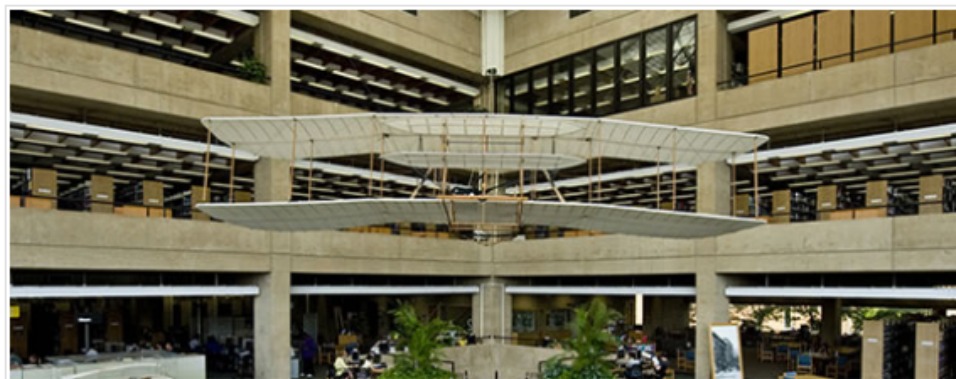
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CLASS GUIDES >>



Ask a Librarian



7:30am – 12:00am



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Welcome



Reserve a Room




Technology



Study Findings



Friends
of the
Libraries



“Got trapped in the class unintentionally, was busy working on something else. Learned things. Well done.”

Student response to the prompt, “Thoughts or comments about today’s workshop:” after Stop Searching and Start Finding.



Students who use the library are
more successful...



Propensity score matching

The Impact of Library Resource Utilization on Undergraduate Students' Academic Performance: A Propensity Score Matching Design

Felly Chiteng Kot and Jennifer L. Jones

This study uses three cohorts of first-time, full-time undergraduate students (N=8,652) at a large, metropolitan, public research university to examine the impact of student use of three library resources (workstations, study rooms, and research clinics) on academic performance. To deal with self-selection bias and estimate this impact more accurately, we used propensity score matching. Using this unique approach allowed us to construct treatment and control groups with similar background characteristics. We found that using a given library resource was associated with a small, but also meaningful, gain in first-term grade point average, net of other factors.



Research Toolkit 2015 - 2017

- ▶ 559 Research Toolkit participants; 65,628 control students
- ▶ After data cleaning, $n = 328$; 624 students paired for control group



Matching variables

Demographic

- Age
- Sex(Male/Female)
- Ethnicity

Academic

- High School GPA
- ACT score
- Class rank
(freshman,
sophomore, junior,
senior)

SES

- Pell Grant recipient
(Yes/No)

Practices

- Attended a first year seminar (yes/no)
- Live on campus (yes/no)


Matching Results for Undergraduates

Table 2: Propensity score matching results for undergraduate Research Toolkit group

<i>Variable</i>	<i>Research Toolkit Students</i>	<i>Matched Control Students</i>	<i>Standardized Difference Before Matching</i>	<i>Standardized Difference After Matching</i>
<i>Age</i>	19.59	19.66	0.34	0.03
<i>HSGPA</i>	3.44	3.43	0.27	0.01
<i>ACT</i>	22.87	22.63	0.14	0.05
<i>First Year Seminar: Yes</i>	0.54	0.55	0.37	0.03
<i>Campus Housing: Yes</i>	0.35	0.34	0.18	0.03
<i>Pell Grant: Yes</i>	0.36	0.32	0.01	0.07
<i>Sex: Male</i>	0.36	0.36	0.23	0.00
<i>Black or African-American</i>	0.12	0.12	0.01	0.01
<i>Foreign, Non-Resident Alien</i>	0.003	0.002	0.01	0.03
<i>Hispanic</i>	0.05	0.07	0.08	0.09
<i>Two or more races</i>	0.03	0.04	0.10	0.06
<i>White</i>	0.74	0.71	0.05	0.08
<i>Junior</i>	0.19	0.18	0.12	0.01
<i>Senior</i>	0.14	0.15	0.31	0.02
<i>Sophomore</i>	0.25	0.24	0.18	0.02



Undergraduate students who attended at least one Research Toolkit workshop were 24% more likely to return the next semester than their matched peers who didn't attend a workshop.



Undergraduate students who attended at least one
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attend a workshop.

Table 12: Table of Retention by Group for students who did not graduate

<i>Group</i>	<i>Retention</i>		<i>Total</i>
	<i>No</i>	<i>Yes</i>	
<i>Frequency</i>			
<i>Row Pct</i>			
<i>Control</i>	187 29.97	437 70.03	624
<i>Research Toolkit</i>	43 13.11	285 86.89	328
<i>Total</i>	230	722	952

$P < 0.0001$



Limitations

- ▶ Small n (328 students)
- ▶ Severely non-normal distribution of student participants
- ▶ Results for face-to-face workshops



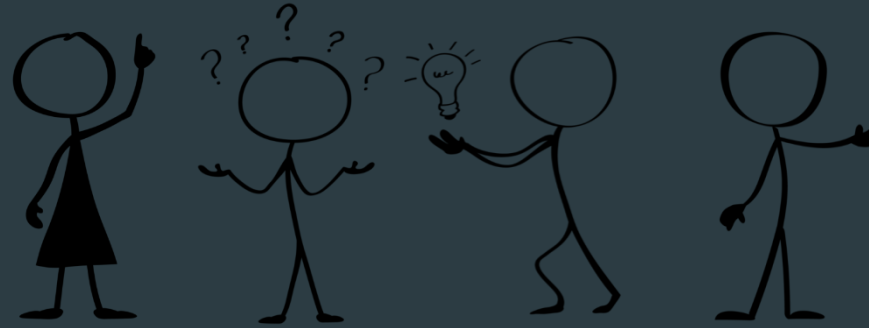
Next steps

- Replicate with online workshops
- Student interviews
- Collaborate with campus partners to reach students





Thank You!



Mandy Shannon

► mandy.shannon@wright.edu

► 937.775.3594

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